

**Quality Counts**  
**Indiana Charter School Program Grant**  
**REQUEST FOR PROPOSAL 84.282A**  
**2018-2019**  
**Final Approved Version**

## Final Due Date: July 31, 2018 4:30 p.m. ET

### Technical Assistance Opportunities

**Technical Assistance Webinar:** <https://www.doe.in.gov/grants/charter-school-program>

**Submit application and budget at:** <https://form.jotform.com/73124027451952>

<b>Federal Program Title:</b>	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
<b>Federal Agency:</b>	U.S. Department of Education
<b>State Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.282A
<b>Award Name:</b>	Quality Counts FY 18
<b>Award Number:</b>	U282A170017

## Important Dates

**May 15, 2018** : Project period start date—the date to which grant awardees are able to date back reimbursements

**June 27—June 28, 2018**: Technical Assistance appointments

**July 31, 2018 4:30 p.m. EST**: Proposal due date

**August 1, 2018**: Start of peer review period

**September 1, 2018**: Notification of initial awards

**July 12, 2018**: Quarterly charter school authorizer collaboration meeting

## Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

## Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

**High-Quality:** Quality Counts emphasizes high-quality charter schools, which are demonstrated by

*New schools wishing to open*

- 1) Based upon the submitted plan
  - a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

*Existing schools wishing to expand or replicate will be considered a high-quality applicant by meeting the below requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.*

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective

action plans with the IDOE.

- a. Student Safety
- b. School Finance
- c. Operational Management
- d. Statutory or Regulatory Compliance

- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

**Open and Prepare for the Operation of a New, High-Quality Charter School:** A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE.

**Replication of a High-Quality Charter School:** Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

**Expansion of a High-Quality Charter School:** Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

**Early Childhood Programs:** According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees.

Early Childhood programs must be a site that will offer pre-school or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3<sup>rd</sup> grade. (Early Learning is defined as birth through age 8).

**Postsecondary:** Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

**Rural:** The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S. Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

## Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The planning period ends at the end of the business day before the first day of school. Thus, the grant recipient's first day of school (for students) will be considered the first day of year one funds. The planning period budget may not exceed \$300,000 and the planning period timeline may not exceed 18 months. The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

Fund availability will begin on the due date for applications. Therefore, Cohort 2 applicants, if approved, may submit reimbursements dating to May 15<sup>th</sup>, 2018, as the project period start date mentioned above. However, spending is done at the applicant's own risk until the budget is formally approved by the IDOE.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to four years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the four-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades

if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time, but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

## Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
  - a. Providing professional development; and
  - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
    - i. Teachers
    - ii. School leaders
    - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the submission date of the application.
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
- 5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the [US Department of Education's ESSA Flexibility Frequently Asked Questions \(FAQ\) from December 2017](#).

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all

costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

## Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

**Desktop Review:** Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

**Onsite Visit:** IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including repayment of CSP grant funds.

## Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

**Enrollment Policy:** Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5<sup>6</sup> provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically



provided for in the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

**Tuition and Fees:** Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

## Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the [Nonregulatory Guidance for CSP funds](#), however this document is in the process of being updated. Technical Assistance meetings will be available on June 27<sup>th</sup> and June 28<sup>th</sup> and may be scheduled by e-mailing Charter School Specialist Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov). If further opportunities for technical assistance are needed beyond these dates, then the prospective applicant may email the IDOE charter school specialists, Beatriz Pacheco at [bpacheco@doe.in.gov](mailto:bpacheco@doe.in.gov) or Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov).

## Submission Process

Email the full application and budget by the submission due date of July 31<sup>st</sup>, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

**Quality Counts:**  
**Indiana Charter School Program Grant Application**  
 2017-2018

**Applicant Entity:** Level Up Learning

Contact Person for Grant: <b>Kristen Milton Watt</b>	Title: <b>Founder and CEO</b>
Total Grant Funds Requested: (Up to \$900,000): <b>\$900,000.00</b>	Total Project Period Months Requested (24-48 months): <b>48</b>
Application to: <input checked="" type="checkbox"/> Open <input type="checkbox"/> Expand <input type="checkbox"/> Replicate	Expected Date School will Open, Expand, or Replicate: <b>August 2019</b>
Charter Authorization Approval Date:  If not approved, please check Pending: <input checked="" type="checkbox"/>  Indicate date on which charter application was submitted: <b>August 1, 2018</b>	Charter Application Renewal Date:
Have you submitted a charter application for authorizer approval to more than one IN authorizer agency within the past three years?  Yes: <input type="checkbox"/>  No: <input checked="" type="checkbox"/>  If YES, please list to which authorizing agencies the applicant has submitted a charter application. Please provide the date of application and indicate approval or denial status, as applicable:	
Proposed Charter School Address: <b>1700 S Main Street, Goshen, Indiana 46526</b>	
Applicant Address (if different than proposed address): <b>63262 County Road 19, Goshen, Indiana 46526</b>	
Applicant Telephone: <b>574-536-5374</b>	Applicant Email: <b>kwatt@schoolwithpurpose.net</b>
<b>Fiscal Contact</b>	
Fiscal Manager: <b>Catherine Cripe, EA</b>	Title: <b>Board Treasurer</b>
Telephone: <b>574-202-6171</b>	Email: <b>cathiecripe@hotmail.com</b>

Charter School Board Contact Information	
1. Board President: <b>Darren Bickel</b>	2. Email: <a href="mailto:darren@unitedwaykosciusko.org">darren@unitedwaykosciusko.org</a>
3. Board President Address:	
Authorizer Contact Information	
1. Authorizing Agency: <b>Education 1 - PENDING</b>	2. Authorizing agency contact person: <b>Lindsay Omlor</b>
3. Authorizing agency contact telephone: <b>260-665-4600</b>	4. Authorizing agency contact email: <a href="mailto:omlori@trine.edu">omlori@trine.edu</a>
5. Authorizing agency address: <b>One University Avenue, Angola, Indiana 46703</b>	
<p><b>20 U.S.C. § 5203(d)(3)</b> requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant has notified them of application submission. Signature by the designated authorizer official indicates that the CSP grant application is supported by the proposed charter school authorizer.</p> <p>If the applicant is currently in the process for authorizer approval, the signature below does not indicate that the prospective charter school's application to the authorizer will be granted.</p> <p>Charter school applicants without an approved charter at the time of submission will not be able to access funds until the IDOE receives authorizer notification of an approved charter. Deviation from the timeline or the activities in the approved grant is grounds for forfeiture of the CSP funds.</p> <p>_____ Pending _____</p> <p>Authorizer Official Printed Name                      Title</p> <p>_____</p> <p>Signature                                              Date</p>	

## Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- ☒ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☒ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.
- ☒ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ☒ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☒ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ☒ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☒ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [ESEA, specifically section 4303, which begins on page 246](#), in

the hyperlinked document.

☒ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

☒ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

☒ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

☒ 11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

☒ 12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via <https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form> to indicate that such a plan is in place. Plan has been included as an appendix in the application.

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, David Woodward, Director, [dwoodwar@doe.in.gov](mailto:dwoodwar@doe.in.gov), Ryan Stewart, School Safety Academy Specialist, [rstewart@doe.in.gov](mailto:rstewart@doe.in.gov), Deborah Swain-Bayless, School Safety Specialist, [dsbayless@doe.in.gov](mailto:dsbayless@doe.in.gov).

I have read the above and agree to all terms and assurances.

Kristen Milton Watt

7/31/2018

Signature of Project Contact

Date Signed

**Pending Authorizer Approval**

Signature of Board President

Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-2019	Planning Year	Planning Year
Second Year 2019-2020	9	75
Third Year 2020-2021	9 & 10	150
Fourth Year 2021-2022	9, 10, & 11	225
Maximum 2022-2023	9 – 12	300
Student Demographics		
<i>indicate if actual or expected percentage of total student population</i> Actual x Expected		
Free/Reduced Price Lunch: 60%	Special Education: 13%	English Learners: 13%
Black: 3%	Native Hawaiian or Other Pacific Islander:	Hispanic: 60%
American Indian:	Multiracial: 3%	Asian:
White: 33%	Male: 50%	Female: 50%
Grant Requirements		

**Expanding and Replicating Schools High Quality Determination**

☐ The applicant confirms that they are an expanding school applicant as evidenced by a 50% or more increase in student population, or the addition of one or more grade levels in the school. (If not applicable, leave blank).

☐ The applicant confirms that they are replicating a high quality school model, as evidence the school whose model they replicating having an Accountability grade of A or B. (If not applicable, leave blank).

As an Expanding or Replicating School applicant, an Accountability grade of A or B can be confirmed:

☐

N/A: ☐

No Significant Issues as demonstrated by no open corrective action plans with the IDOE in the following areas:

School Safety: ☐

School Finance: ☐

Operational Management: ☐

Statutory or Regulatory Compliance: ☐

English Learners: ☐

N/A: ☐

By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs: ☐

**Compliance with this standard demonstrated by the school not being considered under targeted support & improvement as defined by Indiana's ESSA plan.** ☐

N/A: ☐

***By checking the box, as a developer of a new, high quality charter school*** I confirm that the school has opened within the past three years (Fall 2015) or submitted a charter application and plans to open within 18 months. ☒

N/A: ☐



If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the requirements listed in the instructions for:

Early Childhood Program: ☒

Post-Secondary Program: ☒

Rural Locale: ☐

N/A: ☐

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	9/1/2018 to 8/30/2019* *Max 18 months	* *Max \$300,000 for planning year
Year 1 Implementation	9/1/2019 to 8/30/2020	
Year 2 Implementation	9/1/2020 to 8/30/2021	
Year 3 Implementation (if applicable)	9/1/2021 to 8/30/2022	
Year 4 Implementation (if applicable)	9/1/2022 to 9/30/2022* *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Kristen Milton Watt Email: kwatt@schoolwithpurpose.net Phone Number: 574-536-5374
English Learners (including Title III):	Contact Name: Kristen Milton Watt Email: kwatt@schoolwithpurpose.net Phone Number: 574-536-5374
Title I, Part A:	Contact Name: Catherine Cripe, EA Email: ccripe@schoolwithpurpose.net Phone Number: 574-202-6171
Title II, Part A:	Contact Name: Catherine Cripe, EA Email: ccripe@schoolwithpurpose.net Phone Number: 574-202-6171

### Management Organization Information

Will the school work with a charter or educational management organization?

Yes ☐ ~~No~~ ☒

If no, skip to the next page.

If yes, name the management organization:

Employer Identification Number (EIN):

Is the management organization: For Profit ☐ Not for Profit ☒

Employees of the school will be: ~~Employed by the school~~ ☒

Employed by the management organization ☐

Note about management organizations:

Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.

Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

### Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant answer for each questions as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. **2 page limit for optional elements.** Indicate areas of focus:

1. Early Childhood  
xPostsecondary  
Rural Areas

Level Up Learning is a non-profit educational entity recognized by the Indiana Secretary of State. Kristen Milton Watt is the founder of the organization and serves as the organizer of Level Up Learning, a post-secondary charter/innovation network school for Elkhart County Indiana. The charter/innovation network school “promotes a focus on college and career readiness programs for their secondary students, whereby students create pathways that serve their educational interests and prepares them for postsecondary educational and career opportunities” (Indiana State Board of Education, 2018, p. 7) The school design, “ensures that students are truly prepared to be successful in whatever they want to pursue after high school” (Indiana State Board of Education, 2018, p. 7). Level Up Learning students will satisfy all three of the Graduation Pathway Requirements as outlined in the following priority goals.

Level Up Learning complements the K12 learning community in Elkhart County by targeting a group of students who are underserved. Goshen High School graduation data was analyzed over a five-year span. On average, 25 students earn a waiver diploma and 58 students earn a general diploma. Additionally, an average of 36 students return to Goshen High School as 5<sup>th</sup> year seniors to complete graduation requirements. Level Up Learning intends to attract these students who likely self-identify as:

- Average or “good” at school
- Struggle to keep up with others in class
- Describe math class as painful
- Avoid reading aloud in front of the class
- Perform average to low average on the ISTEP+ Exam
- Become overwhelmed during passing period
- Feel lost in a crowd
- Suffer a sustained illness or injury
- Suffer from a childhood trauma

We intend to open our doors to 75 ninth-grade students in August 2019. Our student enrollment will expand each year by 75 students by adding a grade level each year. At capacity, Level Up Learning will serve 300 students in grades 9 through 12.

<b>High School Diploma</b> Pupil achievement, as measured by all of the following, as applicable:	
GOAL TO ACHIEVE PRIORITY	Students earn <u>one</u> (1) of the following Indiana High School Diploma designation options: <ul style="list-style-type: none"> <li>• Core 40</li> <li>• Core 40 with Distinction-Technical Honors or Academic Honors</li> </ul>
ACTIONS TO ACHIEVE GOAL	Implement standard-based curriculum aligned to the Indiana Academic Standards (2014). All students will complete the course requirements set forth by the Indiana State School Board.
MEASURABLE OUTCOME	<p><b>English/Language Arts: 8 credits</b>  Including a balance of literature, composition and speech.  English 9  English 10  English 11  English 12</p> <p><b>Mathematics: 6 credits (in grades 9-12)</b>  2 credits: Algebra I  2 credits: Geometry  2 credits: Algebra II  6 credits: Integrated Math I, II and III (option).</p> <p><b>Science: 6 credits</b>  2 credits: Biology I  2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics  2 credits: any Core 40 science course</p> <p><b>Social Studies: 6 credits</b>  2 credits: U.S. History  1 credit: U.S. Government  1 credit: Economics  2 credits: World History/Civilization or Geography/History of the World</p> <p><b>Directed Electives: 5 credits</b>  World Languages  Fine Arts  Career and Technical Education  Physical Education: 2 credits  Health and Wellness: 1 credit</p> <p><b>Electives: 6 credits*</b>  CTE Plan of Study (personalized)</p>
METHODS OF MEASUREMENT	Transcripts and student records (Personalized Learning Plan)

<b>Learn and Demonstrate Employability Skills</b> Pupil achievement, as measured by all of the following, as applicable:	
GOAL TO ACHIEVE PRIORITY	Students learn and demonstrate Employability Skills.
ACTIONS TO ACHIEVE GOAL	All students will complete one (1) of the following Employability Skills options:
MEASURABLE OUTCOME	<ul style="list-style-type: none"> <li>• Completion of a project-based learning experience.</li> <li>• Completion of a service-based learning experience.</li> <li>• Completion of a work-based learning experience.</li> </ul>
METHODS OF MEASUREMENT	Transcript, Indiana Career Explorer, Naviance, ePortfolio, or Other tracking system as determined by the school.

<b>Postsecondary Readiness</b> Pupil achievement, as measured by all of the following, as applicable:	
GOAL TO ACHIEVE PRIORITY	Students demonstrate Postsecondary-Ready Competencies.
ACTIONS TO ACHIEVE GOAL	All students will complete at least <u>one</u> (1) of the following Postsecondary-Ready Competencies:
MEASURABLE OUTCOME	<ul style="list-style-type: none"> <li>• Earn Technical Honors or Academic Honors Diploma Distinction</li> <li>• Earn the college-ready benchmark scores – ACT/SAT (TBD)</li> <li>• Earn at least a minimum placement score for Armed Forces Qualification Test (AFQT)</li> <li>• State- and Industry-recognized Credential or Certification;</li> <li>• Federally-recognized Apprenticeship;</li> <li>• Earn a C average or higher in at least six (6) high school credits in a career sequence (CTE Concentrator)</li> <li>• Earn a C average or higher in at least three (3) courses (AP/International Baccalaureate/Dual Credit);</li> <li>• Complete SBOE approved “Locally Created Pathway”</li> </ul>
METHODS OF MEASUREMENT	Transcript, Indiana Career Explorer, Naviance, ePortfolio, or Other tracking system as determined by the school.



## Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

On 7/13/2018, the Indiana Department of Education provided K12 educators with a 60-page policy brief school districts with implementation guidance of the 2023 graduation pathway requirements. The following statement will serve as the catalyst that causes a high school redesign across the state.

With the passage of Graduation Pathways, students are now able to **individualize their graduation requirements to align to their postsecondary goal**. No longer must all students **fit into the same academic mold**, but rather, they can **choose the options** that best meet their postsecondary needs and aspirations. Students can **create pathways that serve their educational interests** and **prepares them for postsecondary educational and career opportunities**. Overall, this policy ensures that students are truly prepared to be successful in whatever they want to pursue after high school (p.7).

Many high schools, large and small, may encounter challenges to ensure all students have equal access to courses and authentic learning experiences. Additionally, schools need to define what it means to “individualize their graduation requirements”, “choose options that serve interests”, and “create pathways that prepare”. The graduation pathway requirements initiated the first step in causing a disruptive innovation to replace the traditional high school. Essentially, the state handed students their own set of car keys and a roadmap to design their future. Level Up Learning intends to become the disruptive innovation school model in Goshen, Indiana.

Mission	Outcomes
Building a Foundation on Success	Students engage in self-directed competency-based learning; Students control the pace at which they move through standards-based curriculum; Students have choice in the way they demonstrate learning; Students utilize a rubric and engage in self-reflection.
Creating Pathways to Purpose	Students work collaborative with their teacher (mentor) and parents/guardian to design a personalized learning plan; Students engage in self-discovery activities to identify personal attributes; students participate in work-based and service-based learning activities to develop 21 <sup>st</sup> Century skills.
Investing in Community	Students regularly interact with community members during service projects. Students develop relationships with community members who serve as mentors and career coaches.

1a) Describe the vision of the charter school.

Level Up Learning allows students to personalize aspects of their high school experience. Students acquire critical thinking skills and social-emotional dispositions to become future-ready individuals. Learning is flexible and is not limited to a traditional classroom; students work collaboratively with peers, educators, community mentors, and members of one business community to develop confidence and a sense of purpose.

To accomplish our mission, Level Up Learning faculty and staff works alongside students to create an adaptive educational plan. Through weekly mentoring, students develop an understanding of how their mindset, interests/values, and academic/cognitive skills intersect to form purpose. Level Up Learning teaches students how to harness their sense of purpose and navigate towards a prosperous future. Our mission serves a greater purpose by facilitating economic development by:

- building a vibrant community through education,
- preparing a workforce with skills for the 21<sup>st</sup> century,
- developing critical thinkers and problem-solvers, and personalizing education to meet the ever changing needs of school, industry, and community.

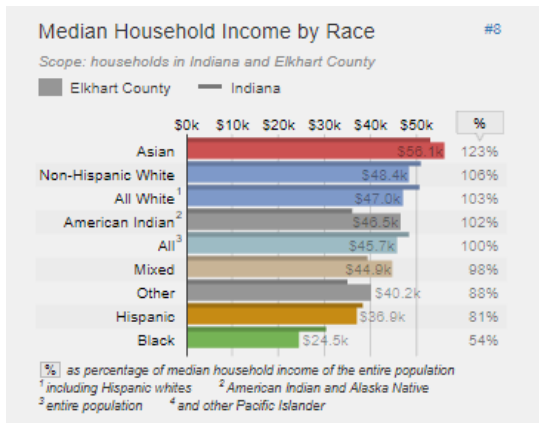
1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

Level Up Learning is located in Elkhart County, Indiana. The county is recognized as the RV Capital

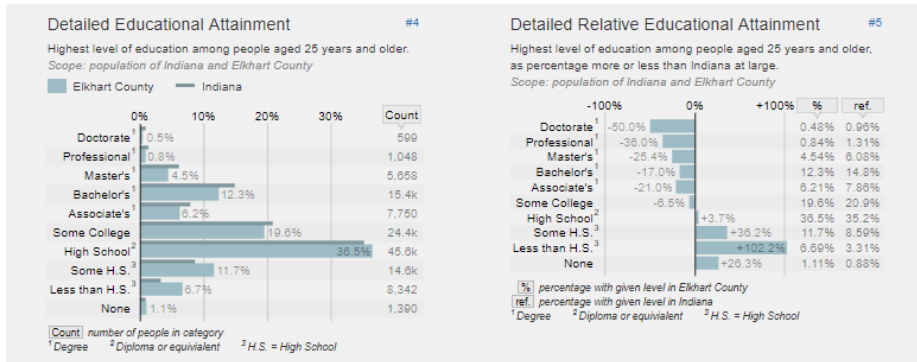
of the World. In 2009, the crash of the housing market triggered a massive recession. Our community experienced a major work stoppage and factory layoffs. The unemployment rate in Elkhart County skyrocketed to 18%. Hundreds of households, single and family, were devastated by the market crash and recession. Adult education programs were bursting at the seams and local libraries helped individuals complete unemployment forms. Teachers collected non-perishable food items and packed backpacks to send home with students on weekends and holidays. The economy lacked diversity and the workforce lacked skills to transition into other industries.

Ten years later, the RV Industry is booming, which stimulates every aspect of Elkhart County's economic stability. Today, the unemployment rate in Elkhart County is less than 3%. Many factory production line positions go unfilled; therefore, the factories are using new strategies to lure employees. Many employers have lessened their drug use policies and drug testing procedures. Others offer signing bonuses and higher wages to attract workers. The young people of the community lose sight of earning some form of postsecondary credential by the glamour of earning \$60,000 per year in a factory.<sup>1</sup>

In Elkhart County, the average household income is \$51,000; however, roughly 35,000 households earn less than the average. Level Up Learning intends to draw students living in households earning less than \$50,000 per year. As compared to the entire Elkhart County population, income disparities between racial groups are consistent with other urban areas. Black, Hispanic, and mixed-race households earn less than white (non-Hispanic/all white) households.<sup>2</sup>



According to the Economic Development Corporation (EDC) of Elkhart County, growth is needed across six industries and is “imperative to our region’s economic growth, innovation, and global competitiveness.” The growth industries identified by the EDC are: Financial and Professional Services, Electronics, Agriculture and Food Processing, Basic Robotics/Entry-Level Automation, Health Care, and Advanced Recycling.<sup>3</sup> Currently, the educational attainment of the workforce cannot support job growth within the six industries.<sup>4</sup>



<sup>1</sup> <https://www.wsj.com/articles/the-future-of-americas-economy-looks-a-lot-like-elkhart-indiana-1522942393>

<sup>2</sup> <https://statisticalatlas.com/county/Indiana/Elkhart-County/Household-Types>

<sup>3</sup> <http://www.elkhartcountybiz.com/site-selection/workforce/>

<sup>4</sup> <https://statisticalatlas.com/county/Indiana/Elkhart-County/Educational-Attainment>

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

Level Up Learning is a **blended learning school and community-based program**. Students are **expected to attend school daily** and follow a prescribed schedule. Core instruction tentatively takes place between **8:00 AM and 3:00 PM**. In addition, students will have the opportunity to participate in work-based learning and service projects on the Greencroft Communities Campus. Level Up Learning will have at least 180 days of instruction and for each fiscal year and will offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12.

The classroom environment is **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. Level Up Learning will maintain small-class sizes by employing one or more Opportunity Culture classroom design models: multi-classroom leadership, role specification, class-size changes, and time swamps. During Personalized Learning Time (PLT), students engage in

self-directed learning. During Project Time (PT), teachers provide instruction, scaffold, and feedback to individuals and/or groups of students. These conditions extend the reach of support that instructional staff can deliver to students.

Level Up Learning is a **competency-based learning** model that enables teachers to address individual needs of each student. Teachers use ongoing assessments to gather data about student progress; they use data to make informed instructional decisions. As in traditional public school classrooms, students achieve at different rates, thus teachers use a variety of scaffolds and instructional strategies to ensure that all students can successfully access the curriculum.

Instruction is personalized through the use of digital content, adaptive pedagogy, clearly articulated benchmark-assessments, and a **mentoring program**. Each student has one faculty member who serves as their mentor. Students meet with their mentor daily for ten minutes. One time per week, students are assigned to the same mentor form a smaller learning community. Mentors facilitate discussions and organize team building activities. Students support one another in all their academic and personal endeavors. In addition, students develop academic literacy skills.

The mentoring program fosters **self-discovery and goal setting**. Level Up Learning students explore their values, ethics, interests, passions, talents, and visions for the future. Students develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student uses the **Summit Learning Platform** to guide them on their personalized learning plan. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to achieve their goals. The mentor and student, in collaboration with his or her parents, will develop a personalized learning plan that reflects the student's learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential, pursue their interests, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences.

This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21<sup>st</sup> century workplace.

Each student is guided through **college and career planning**. Through classroom activities, small groups, and individual counseling, students create a postsecondary plan. Students explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills. Through a partnership with Greencroft Communities, students participate in work-based learning and service projects to explore career interests. Students have the opportunity to earn badges that correspond to cognitive skills developed in the classroom and the Indiana's Employability Skills Benchmarks.

With the support of the school counselor, all students will utilize the Indiana Graduation Plan template to track their progress towards high school completion. All students will learn how to identify postsecondary learning/training opportunities. In addition, all students participate in 21<sup>st</sup> Century Scholar Success Program activities regardless of eligibility.

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.

Level Up Learning recognizes there is no single instructional strategy that simultaneously meets the needs of all students. Therefore, staff employs a range of instructional strategies, both andragogical and pedagogical, that are considered "best practices" in the field and supported by the most current educational research. The implementation varied instructional methods provides all students the opportunity to learn academic content, demonstrate conceptual understanding, and take ownership of their learning.

***Differentiated Instruction:*** Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Professional development enables teachers to develop and deliver curriculum to a heterogeneous group of students. The

organizational structures help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods.

Self-directed learning content lessons and project-based learning activities allow teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students are provided with multiple modes to acquire knowledge and skills based on their prior preparation and learning style including online resources, projects, coaching, and more. Other strategies that teachers utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-model curricular resources.

***Interdisciplinary Curriculum:*** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.

***Project-based instruction:*** Projects link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project-based learning indicates the importance of connections between the classroom curriculum and the "world" beyond the classroom. Students engage in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

***Socratic Seminars:*** The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. Level Up Learning teachers utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success.

***Integrated technology:*** Students use technology throughout their high school experience. Level Up Learning provides each student with access to information, to facilitate communication and collaboration on projects with other students, both within the classroom or with community



partners, and as another vehicle to demonstrate knowledge and understanding of content.

**Complex Instruction:** Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including the treatment of status problems to equalize group interactions.

1e) Describe how the school will develop 21<sup>st</sup> century skills or prepare students to be college and career ready in future postsecondary and workplace environments.

According to the Economic Development Corporation, Elkhart County is poised for economic development in the areas of Financial and Professional Services, Electronics, Agriculture and Food Processing, Basic Robotics/Entry-Level Automation, Health Care, and Advanced Recycling. We believe a partnership with Goshen College has the potential to level up the Elkhart County workforce as a whole. The starting point for the development of Level Up Learning is identifying the needs of the employer and higher education institution. A concerted effort will be focused on vertical alignment as a way to transition Level Up Learning students to the workforce or higher education. Our intent is to promote the idea individuals with strong cognitive and content knowledge skills can “level up” at any point over the course of their career. Level Up Learning intends to become a beacon of learning for the community.

**Greencroft Communities:** Level Up Learning is also committed to helping our students create a pathway to purpose in our community. We will work with Greencroft Communities to explore various career clusters through service learning and work-based learning opportunities. Greencroft Communities serves as a full-time work-based learning site. Students will develop connections by interacting with the Greencroft residents who may serve as mentors or life coaches. Greencroft employees, accompanied by Level Up Learning staff will serve as career-learning guides on the Greencroft campus. Through intentional planning of service-learning activities, students will gain valuable insight about career duties which they find purposeful. Level Up Learning staff intends to engage in conversation with Jobs for America's Graduates and Jobs for the Future to develop a service-oriented and work-based learning program. Level Up Learning also will partner with the Education

Design Lab to customize a 21<sup>st</sup> Century badging system. Tara Lifland is the main contact from the Education Design Lab ([tlifland@eddesignlab.org](mailto:tlifland@eddesignlab.org)).

**About the Lab:** The Education Design Lab is a 501(c)3 non-profit that designs, tests, and implements unique higher education models that address the rapidly changing economy and emerging technology opportunities. The Lab demonstrates where technology, rigor and design can improve opportunity for non-traditional students to maximize their potential in the higher education system. The core development team believes badges will make Summit Learning's cognitive skills and Habits of Success visible to students.

The Lab's expertise and experience is derived from 3+ years designing and testing 21st Century Skills Badges with over 300 students from 12 learning providers and over 50 employers.

**The Lab's Role:** The Lab will provide our design thinking and facilitation process to design plus build a competency-based curriculum (using the Summit Learning model) that is centered around 21st Century Skills and the needs from community partners (e.g. city, employers, higher ed).

The Lab's human-centered design process brings together stakeholders from relevant employers, education institutions, the city, and of course prospective students to build a multitude of pathways for learners that are relevant to everyone involved.

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

Commented [KMW1]:

2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

The core development team at Level Up Learning consists of an Ivy Tech College Connections Coach, a science teacher, and a former building-level principal. As a whole, the team averages seven years of experience working with the same student population Level Up Learning intends to serve. The team collaborated to create a dynamic program earning full AdvancED Accreditation status in 2014. The team specializes in developing a comprehensive system to support competency-based personalized

instruction. In addition, the team incorporated regular community service learning projects and utilized restorative justice principles. Program effectiveness was measured by the number of eligible seniors who graduated. For six consecutive years, the program maintained an average graduation rate of 88%.

2a) Identify the **key personnel involved** in the development and describe their previous experience.

Commented [KMW2]:

Founding Group	Experience	Roles & Responsibilities
Kristen Milton Watt	<p>20 Years of Experiences – Science Teacher (7 years), Asst. Principal at Goshen Middle School (2) years; Head Principal of County-wide Cooperative Alternative Education Program (11 years).</p> <p>Doctoral Candidate – PhD in Education, Walden University            Education Specialist Degree – Walden University            MS Secondary Education with Certification in School Leadership – Indiana University            BA - Biology Education – Goshen College</p>	<p>Founder &amp; CEO</p> <p>Establish non-profit organization.            Establish vision            Recruit Board Members            Design curricular framework            Develop overall financial sustainability plan</p>

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model). **N/A**

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

In January 2018, the Indiana Department of Education published the first Public Corporation Transfer Report. The core development team examined mobility data for all public school corporations in

Elkhart County. Research indicates school mobility rates often illuminate the existence of an at-risk student population. The transfer report showed Elkhart Community Schools and Goshen Community Schools had a net loss of 1600 students and 400 students respectively. Due to a potentially smaller student population, Goshen was selected as the site of Level Up Learning. Goshen Community Schools' 2016 Annual Performance Report was examined and paired against the graduation pathway requirements to be fully-implemented by the 2022 – 2023 school year.

In December 2017, the Indiana State School Board passed new graduation pathway requirements for high schools. To earn a high school diploma, students **must complete at least one (1)** requirement in each graduation pathway.

Graduation Pathway Requirements	Graduation Pathway Options
1) <b>High School Diploma</b>	Meet the statutorily defined diploma credit and curricular requirements.
2) <b>Learn and Demonstrate Employability Skills<sup>1</sup></b> (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> <li>• <b>Project-Based Learning Experience;</b></li> <li>• <b>Service-Based Learning Experience;</b></li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• <b>Work-Based Learning Experience.<sup>2</sup></b></li> </ul>
3) <b>Postsecondary-Ready Competencies<sup>3</sup></b> (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> <li>• <b>Honors Diploma:</b> Fulfill all requirements of either the Academic or Technical Honors diploma;</li> <li>• <b>ACT:</b> College-ready benchmarks;</li> <li>• <b>SAT:</b> College-ready benchmarks;</li> <li>• <b>ASVAB:</b> Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military;</li> <li>• <b>State- and Industry-recognized Credential or Certification;</b></li> <li>• <b>State-, Federal-, or Industry-recognized Apprenticeship;</b></li> <li>• <b>Career-Technical Education Concentrator:</b> Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence;</li> <li>• <b>AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:</b> Must earn a C <u>average</u> or higher in at least three courses;</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• <b>Locally created pathway</b> that meets the framework from and earns the approval of the State Board of Education.</li> </ul>

1. **Diploma Pathway** - Indiana offers several high school diplomas; general diploma, Core 40, Technical Core 40, and Academic Honors Core 40. The State of Indiana identifies the Core 40 diploma as the “standard” diploma. The cohort size for the Class of 2016 was 455 students of which 401 students earned a high school diploma. In 2017, the four-year cohort size was 421 students of which 364 students earned a high school diploma. Goshen Community Schools issued:

	2015 -2016	2016-2017
Academic Honors Core 40	126 diplomas granted	145 diplomas granted
<i>Core 40</i>	208 diplomas granted	175 diplomas granted
<i>ECA Waivers Granted</i>	<i>26 ECA waiver diplomas</i>	<i>24 ECA waiver diplomas</i>
General Diploma	67 diplomas granted	44 diplomas granted
Grade 13 Graduates	31 diplomas granted	36 diplomas granted

2. **Employability Pathway** - Under the new graduation requirements, all students engage in activities in which to develop employability skills. Anecdotally, Goshen High School **does offer a few** employability options.
- Two science teachers have fully implemented the New Tech Network framework in their classroom with additional teachers to follow in subsequent years.
  - Students participate in service learning opportunities in the alternative education programs, extracurricular clubs, athletic teams, and/or in classroom-generated activities.
  - Goshen Community Schools purchased student slots at the Elkhart Area Career Center (EACC). To participate, students apply for the program of their choice and meet eligibility requirements based on years completed in high school (grades 11 and 12), the number of credits earned, and the school attendance record, thus the EACC is not accessible to a group of students.
  - The closest apprenticeship program to Goshen High School is located in Warsaw, Indiana. Students must have earned a high school diploma or high school equivalency diploma to qualify for enrollment in the apprenticeship program.
  - Horizon Education Alliance (HEA), a local education non-profit organization connects schools with area businesses to develop project-based learning units.

3. **Postsecondary Readiness Pathway** – Under the new graduation requirements, all students must demonstrate postsecondary readiness. Students earning an Academic Honors Core 40 diploma are automatically eligible to receive a high school diploma. However, students earning a Core 40 or general diploma must successfully pass a measure of postsecondary readiness (see Indiana Graduation Pathway Requirements).

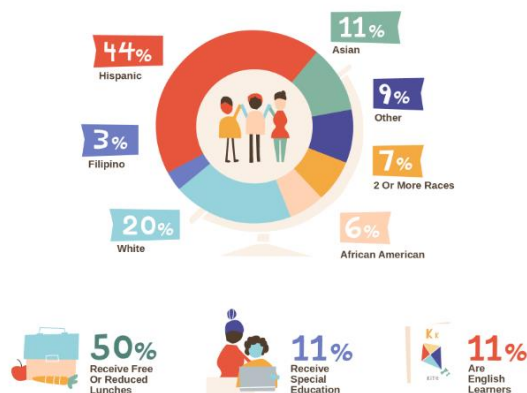
Class of 2016	Class of 2017
126 students of the graduating class of 2016 earned an Academic Honors Diploma.	146 students of the graduating class of 2017 earned an Academic Honors Diploma.
57.9% of the graduating class of 2016 took the SAT.	Data not released by the IDOE for the Class of 2017.
Seven (7) percent of the graduating class of 2016 took the ACT.	Data not released by the IDOE for the Class of 2017.
Goshen High School does not administer the ASVAP.	Goshen High School administered the ASVAP to a pilot group of students.
95 out of 116 seniors of the graduating class of 2016 passed an IB examination.	Data not released by the IDOE for the Class of 2017.
Based on 2016-2017 CTE Dashboard Report for the EACC, 174 graduates were identified as “concentrator”. However, none of the 174 students earned an industry certification.	
The closest apprenticeship program to Goshen High School is located in Warsaw, Indiana. Students must have earned a high school diploma or high school equivalency diploma to qualify for enrollment in the apprenticeship program.	
According to the dashboard report, 21 Goshen High School students participated in a work-based learning program.	

If the graduation pathway requirements were implemented today, only 31% of the class of 2016 and 40% of the class of 2017 would be guaranteed a high school diploma. Based on the above information, Goshen High School provides a limited amount of access to employability and postsecondary readiness activities required by the graduation pathway requirements.

The new graduation pathway requirements and initiated a widespread need to redesign the traditional high school. Our school design ensures all students, regardless of achievement level, have equal access to courses and authentic learning experiences. Students have the ability to “individualize their graduation requirements”, “choose options that serve interests”, and “create pathways that prepares” them for success after high school. Our framework combines a successful charter model with principles of work-based learning. Level Up Learning staff will implement the Summit Learning framework to accomplish the vision and mission.

Like Elkhart County Indiana, Summit Public Schools’ student population is ethnically, socio-economically, and linguistically diverse.

#### OUR STUDENTS REFLECT THE DIVERSITY OF THE COMMUNITIES WE SERVE



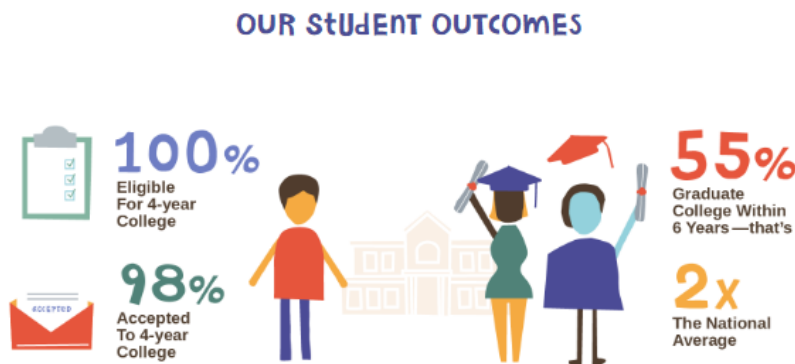
According to the organization’s website, Summit Learning is the framework in which Summit Public Schools implemented in 11 charter schools in California and Washington State. The framework was designed by researchers and the best academic institutions: Harvard Center for Education Policy Research, the Buck Institute of Education and the Carnegie Foundation for the Advancement of Teaching, and Stanford University. The organization believes their research-based practices leads to positive learning gains. Additionally, the organization states their students are “able to articulate what they are learning, why they are learning and how they learn best. They can advocate for themselves, know their passions and interests and have a long-term goal and plan rooted in these passions and interests.”

The Summit Learning framework is rooted in research around four domains:

<b>Cognitive Domain</b>  Research: Standard Center for Assessment, Learning and Equality (SCALE) 7 Cognitive Domains 36 Cognitive Skills Project-Based Learning – Buck Institute for Education Framework  Instructional Delivery: Project Based Learning; Small/Large Group instruction, and competency-based learning  Assessment: SCALE Rubric	<b>Content Knowledge</b>  Research: Common Core State Standards, Next Generation Science Standards, and C3 Framework for Social Studies  Instructional Delivery: Self-Directed Learning; Computer-Based Instruction; Small Group Instruction  Academic Playlist per Course (e.g. vocabulary, ideas, events, concepts, properties, and content-matter details).  Aligned to Advanced Placement Standards to demonstrate postsecondary readiness.
<b>Habits of Success</b>  Research: Building Blocks for Learning Framework – Turn Around for Children  Instructional Delivery: Mentoring (weekly individual and group), Self-Directed Learning, Project Based Learning, Home-School Connections, Belonging in a Community, and Restorative Connections  Assessment: Identified set of instructional “look-fors” for teachers to help students develop the Habits of Success.	<b>Sense of Purpose</b>  Research: Angela Duckworth; Carol Dweck; William Damon  Instructional Delivery: Goal Setting, Mentor Community, and Project-Based Learning, Service-Based Learning, and Work-Based Learning.



Summit Public Schools has been in existence since 2003. According to the organization's website, 99 percent of Summit Schools' graduates are accepted into at least one four-year college and complete college at double the national average. The US News & World Report has consistently ranked Summit Schools among the top public schools in the nation.



3. Provide an overview of the [charter school goals](#).

Level Up Learning will open our doors to 75 ninth grade students in August 2019. This class will take the iLearn 8<sup>th</sup>-grade assessment but will not complete another standardized-assessment until signing up to take a college entrance exam as a junior. Level Up Learning will analyze iLearn 8 assessment data to identify high ability students, as well as use the data to formally and informally group students.

3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the *Quality Counts* CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

To accomplish our goals, the core development team has set three priority goals that will help students set goals and monitor progress towards high school completion.

<b>Priority Goal 1: High School Diploma</b> Pupil achievement, as measured by all of the following, as applicable:	
GOAL TO ACHIEVE PRIORITY	Students earn <u>one</u> (1) of the following Indiana High School Diploma designation options: <ul style="list-style-type: none"> <li>• Core 40</li> <li>• Core 40 Technical Honors</li> <li>• Core 40 Academic Honors</li> </ul>
ACTIONS TO ACHIEVE GOAL	Implement standard-based curriculum aligned to the Indiana Academic Standards (2014).
MEASURABLE OUTCOME	<b>English/Language Arts: 8 credits</b> Including a balance of literature, composition and speech. <b>Mathematics: 6 credits (in grades 9-12)</b> <b>Science: 6 credits</b> <b>Social Studies: 6 credits</b> <b>Physical Education: 2 credits</b> <b>Health/Wellness: 1 credit</b> <b>Directed Electives: 5 credits</b> <b>Electives: 6 credits*</b> CTE Plan of Study (personalized)
METHODS OF MEASUREMENT	Transcripts and student records (Personalized Learning Plan)

<b>Priority Goal 2: Learn and Demonstrate Employability Skills</b> Pupil achievement, as measured by all of the following, as applicable:	
GOAL TO ACHIEVE PRIORITY	Students learn and demonstrate Employability Skills.
ACTIONS TO ACHIEVE GOAL	All students will complete one (1) of the following Employability Skills options:
MEASURABLE OUTCOME	<ul style="list-style-type: none"> <li>• Completion of a project-based learning experience.</li> <li>• Completion of a service-based learning experience.</li> <li>• Completion of a work-based learning experience.</li> </ul>
METHODS OF MEASUREMENT	Transcript, Indiana Career Explorer, Naviance, ePortfolio, or Other tracking system as determined by the school.

<b>Priority Goal 3: Postsecondary Readiness</b> Pupil achievement, as measured by all of the following, as applicable:	
GOAL TO ACHIEVE PRIORITY	Students demonstrate Postsecondary-Ready Competencies.
ACTIONS TO ACHIEVE GOAL	All students will complete at least <u>one</u> (1) of the following Postsecondary-Ready Competencies:
MEASURABLE OUTCOME	<ul style="list-style-type: none"> <li>• Earn Technical Honors or Academic Honors Diploma Distinction</li> <li>• Earn the college-ready benchmark scores – ACT/SAT (TBD)</li> <li>• Earn at least a minimum placement score for Armed Forces Qualification Test (AFQT)</li> <li>• State- and Industry-recognized Credential or Certification;</li> <li>• Federally-recognized Apprenticeship;</li> <li>• Earn a C average or higher in at least six (6) high school credits in a career sequence (CTE Concentrator)</li> <li>• Earn a C average or higher in at least three (3) courses (AP/International Baccalaureate/Dual Credit);</li> <li>• Complete SBOE approved “Locally Created Pathway”</li> </ul>
METHODS OF MEASUREMENT	Transcript, Indiana Career Explorer, Naviance, ePortfolio, or Other tracking system as determined by the school.

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school’s goals.

Level Up Learning has established three sub-priority goals. These goals can be monitored at regular intervals throughout the school year and serves to establish a common language for students, parents, and teachers.

School-Wide Goal	
Attendance	Student chronic absenteeism rates will remain low to ensure students are able to access learning opportunities and remain on track to achieve college readiness, including those of the various subgroups enrolled.
Definition:	<b>Model Attendee:</b> (a) persistent attendee - attends at least 95% of days enrolled during school year; or (b) improving attendee - increased at least 3% in days attended based on the student's enrollment from the previous school year.
Actions	Parents and students will be informed of attendance policy.
	Administration will work with students and families to develop a plan to support the student in attending school regularly.
Measurable Outcome	State ESSA Requirement - % of model attendees consistent with K8 attendance rate
Measurement Tool	Personalized Learning Plan
	Monthly, quarterly, and annual attendance reports.

School-Wide Goal	
Credit Earning	Students will earn credits to remain in their four-year graduation cohort.
Definition:	<b>Model Credit Earner:</b> (a) accumulates 5 credits per semester; or (b) accumulates 10 credits per year.
Actions	All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day.

	Mentors will work with all students and families to ensure students are supported and have personalized learning plans in place to address individual academic needs.
Measurable Outcome	State ESSA Requirement - % of model credit earners consistent with high school graduation rate.
Measurement Tool	Transcript and Personalized Learning Plan
	Weekly, monthly and quarterly progress reports
	Student transcript

School-Wide Goal	
English/Mathematics	Students in the Charter School have a college-preparatory foundation in English and Mathematics
Actions	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
Measurable Outcome	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on
Measurement Tool	Summit Learning Platform, NWEA MAP, AP exam scores

4. Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the use of the CSP funding.

Level Up Learning intends to accomplish our sub-priority goals by implementing a blended learning environment and extending the reach of certified teacher by developing an opportunity culture. The core development team will utilize a multi-classroom leadership, role specialization, and time swap- rotation model. The staffing plan allows Level Up

Learning to extend the reach a teacher has on students achievement. This staffing approach enables Level Up Learning to create an innovative pay structure based on the strengths/interests of the staff. The staffing approach also empowers the staff by providing opportunities for them to assume leadership roles within the school.

<http://opportunityculture.org/>

4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

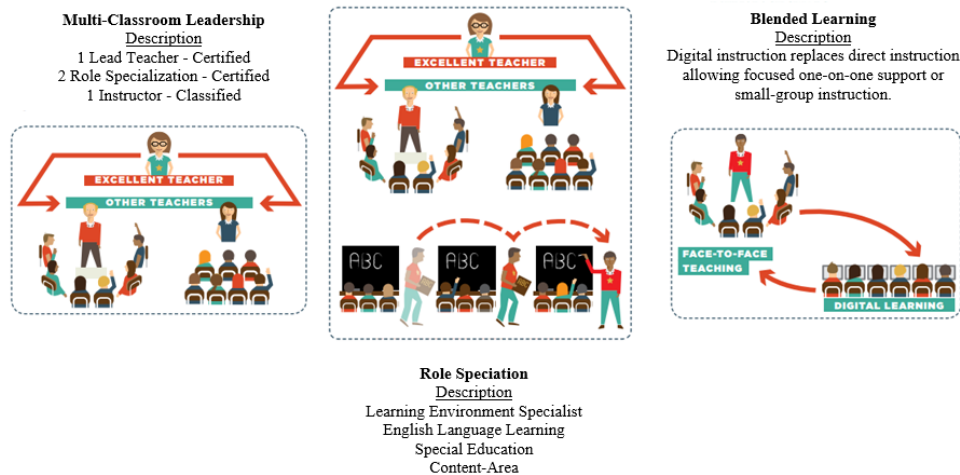
Level Up Learning will utilize all grant fund to start-up Level Up Learning of a three year period. Funds will be used to hire essential staff during the planning year. Funds will be used to pay for the formation of bylaws and board policy. Funds will be use to pay for administrative computers, hardware and software. Professional development funds will cover the cost of consultants and travel costs associated with implementing the schools curriculum and teacher effectiveness plans.

In subsequent years, CPS funds will be used to sustain personnel and the colds of students computes, student furniture, and organizational management fees associated with HR/Accounting and Auditing.

4b). Describe the school's sustainability plan after the grant expires.

Based on the five-year budget, Level Up Learning becomes a sustainable program by year three (3). More specifically, the creation of an opportunity culture enables Level Up Learning to sustain the budget on state funds.

Level Up Learning will implement an innovative school design model. Staff will use digital curriculum to extend the reach of certified teachers by developing an opportunity culture. The core development team will utilize a multi-classroom leadership, role specialization, and time swap-rotation model. The staffing plan allows Level Up Learning to extend the reach in which teachers can impact students achievement. This staffing approach enables Level Up Learning to create an innovative pay structure based on the knowledge, skills, and responsibilities of the staff. The staffing approach also empowers the staff to participate in shared leadership roles within the school.



Level Up Learning has changed the role of the teacher from leader to facilitator. Staff utilizes Summit Learning’s curricular framework to blend instruction. Teachers and students access the digital curriculum within the bootcamp platform. Each student cohort of 75 has a four-member teaching team; one lead teacher, two role specialists, and one instructor. The team is responsible for providing small and large group instruction, establishing personalized learning plans, gathering and analyzing student data, and giving students academic feedback. The unique staffing model allows Level Up Learning to hire less staff while providing effective instruction. The staffing structure also allows the leadership team to increase pay for teachers taking on additional leadership and instructional duties. Team leaders take on mentor teacher role and help other teachers develop skills associated with the learning environment indicators of the TAP Instructional Rubric. Role specialists take on responsibility for certain students. An example would be a teacher who obtained an additional licensure certification for ELL.

During the 2018-2019 school year, the leadership team will utilize training materials from the Opportunity Culture to develop a compensation model that supports our plan and school design.

4c) In the budget worksheet, please itemize costs within each category by year and include enough details for the peer reviewer to make a RAN (**reasonable, allocable, and necessary**) determination. In the budget worksheet's sustainability year tab, provide additional detail on costs and activities that will and will not continue after the life of the grant.

5. Provide an overview of the charter **school governance plan and administrative relationships**.

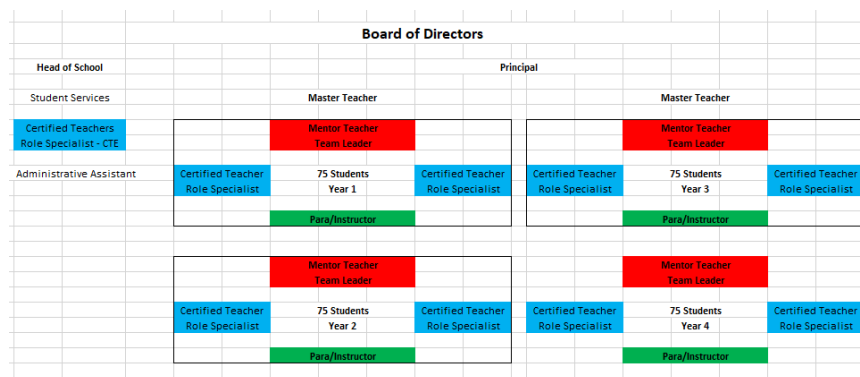
Level Up Learning “Limited” has been formed as an Indiana Nonprofit Corporation whose purpose is to oversee the operation of Level Up Learning and Community Center. The business and affairs of the Corporation shall be managed by or under the direction of the Board of Directors, which may exercise all such powers of the Corporation and do all lawful acts and things, subject to any limitations set forth in Articles of Incorporation and Bylaws. The officers shall consist of Chair, Vice Chair, Secretary, and Treasurer and such other officers as the Board of Directors may otherwise elect. The number of directors shall be set consist of no fewer than five (5) and no more of (9). Board members shall be sought who bring the skills, expertise, perspective, and qualifications, as established by the board and delineated in an annual board recruitment plan.

5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOs) and why they were selected. **N/A**

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.

Commented [KMW3]:

Level Up Learning staff will implement the TAP System which will enable the school to implement shared leadership roles across the organization.



5c) Describe the process to select board members.



Level Up Learning has identified two potential board members. These individuals have agreed to participate in the authorizer interviews. These individuals will help Kristen Milton Watt develop bylaws, policies, and procedures for the organization. Level Up Learning will utilize a strength-based needs assessment to determine the skills/qualities needed to accomplish the vision of the organization.

5d) Describe the governance training for board members, current and prospective.

The Board of Directors will receive training through the use of BroadOn Track. A yearly subscription of \$12000.00 will help the board develop three-year strategic plan with corresponding measurable goals and provides on-going professional development. BoardOn Track also provides a place store documents such as by-laws, policies, and procedures, as well as offers evaluative tools for the board and administrative team.

## BoardOnTrack Platform



<https://boardontrack.com/>

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42. Please indicate “N/A” if no service provider is utilized. **N/A**

5f) Describe how the charter school will ensure timely and accurate data submission for State and

federal reporting requirements.

Level Up Learning will have a physical space dedicated to displaying reporting time lines. Staff will download a list of reports at the STN Application Center. Staff will access the side-by-side federal and state timeline from the Charter Schools page within the IDOE.

6. Provide an overview of the **student recruitment and admissions process**.

During the 2018-2019 planning year, the leadership team will consult with successful charter/innovative network schools in Indianapolis to develop a strategic enrollment plan. In addition, the leadership team will consult with a marketing firm to connect marketing plan with our enrollment plan. We will utilize analytic data from our website and social media sites to help monitor our plan.

6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.

***The Board of Directors and the school leadership team will follow the student enrollment guidelines set forth in Indiana Code. Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning and who will assist in the development of policy and procedures.***

**Open Enrollment**

IC § 20-24-5-1 provides that a charter school must be open to any student who resides in Indiana.

IC § 20-24-5-4 further provides that a charter school may not establish admission policies or limit student admissions in any manner in which a public school is not allowed to limit admissions, e.g., on the basis of test scores, socioeconomic status, race or ethnicity, or a variety of other factors.

Accordingly, a charter school must admit and enroll each student who presents her or himself for enrollment unless the number of students seeking to enroll exceeds the number of seats available at the school, in which case the lottery provisions of IC § 20-24-5-5 apply.

**The Lottery**

Pursuant to IC § 20-24-5-5, lotteries must be open to all students who submit a timely application and should give each student in a particular grade level an equal chance to enroll.

The only students who may exempted from the lottery (automatically enrolled even if the number of spaces are exceeded) include:

- A student who attended in a prior year;
- A student who attended a charter school operated by the same organizer in a prior year; and,
- Siblings of a student who attends a charter school or charter school operated by the same organizer.

A charter school that is at or near capacity may limit new admissions to the above-described

students. A charter school may give enrollment preference to children of the charter school's founders, governing body members, and charter school employees as long as the total preference is not given to more than ten percent (10%) of the school's total population. See IC 20-24-5-5(e).

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

During the 2018-2019 planning year, the leadership team will consult with successful charter/innovative network schools in Indianapolis to develop a strategic enrollment plan. In addition, the leadership team will consult with a marketing firm to connect marketing plan with our enrollment plan. We will utilize analytic data from our website and social media sites to help monitor our plan.

7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged students.

**At-Risk Students:** Level Up Learning offers a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. Students are able to select the instructional delivery method allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they become frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Level Up Learning will administer the NWEA MAP assessment to identify students who may be academically low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. Students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.

Educational research indicates that academically low-achieving students benefit from learning experiences that are relevant to their lives. Students also benefit from a supportive learning environment where staff establishes and communicates high expectations for academic and behavioral performance environment (Shulman, Lotan, and Whitcomb). Level Up Learning intends to develop a culture that celebrates the unique gifts and talents of students, parents, and teachers, thus staff will make a concerted effort to group students heterogeneous across the entire student body and within the curricular expectations.

With professional development support from Summit Learning, teachers will develop complex instructional skill increasing their ability to support students working within heterogeneous groupings. Teachers will develop scaffolding techniques across English/Language Arts, Mathematics, Science and Social Studies. Additionally, the technology-enhanced curriculum, including assessments, ensure that all students' academic needs are quickly and accurately diagnosed. Teachers utilize small and large group instruction to monitor learning and target student who require additional support. This instructional approach allows students to develop confidence while progressing at their optimal pace. The use of a technology-enhanced curriculum enables students to choose the curriculum materials (for example, text-based material, interactive lessons, and

multimedia presentations).

**Faculty Office Hours:** For six hours each week, the student's classroom teachers hold office hours outside of normal school hours. The teachers have a rotating schedule to ensure that every student can see all classroom teachers at least 30 minutes per week, in a small group or individual session. Academically low-achieving and at-risk students are encouraged to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

**Tutoring:** On a daily basis, Level Up Learning students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during Personalized Learning Time or during Faculty Office Hours. Tutors provide support on current assignments and course work and on remediation work to help develop missing skills and poor academic literacy.

**Faculty Discussions / Interventions / Individual Plans:** During bi-weekly faculty meetings, teachers meet to discuss and identify "target" students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals. Teachers meet with "target" students and their parents when necessary throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the student, parents and teachers. The student's mentor monitors the plan to ensure that it is followed and that the student makes progress. Progress monitoring is individualized and may include monitoring the student's progress towards goals set, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth.

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

Level Up Learning is designed to meet the individual needs of each student and is well equipped to serve students with ELL needs and special education needs effectively. Our school design will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

During the 2018-2019 planning year, Level Up Learning staff will develop a plan to meet

Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. To do so, an organizer must ensure the appropriate special education and/or ELL personnel are hired.

- Option A - contract with a service company services.
- Option B – establish a memorandum of understanding with traditional school district.
- Option C – establish a memorandum of understanding with Goshen College to provide

teachers with one-year licensure add-ons in English Learners and Special Education.

- Option D – hire personnel to address the needs of students.

8. [Provide an overview of the community outreach activities.](#)

According to the Economic Development Corporation, Elkhart County is poised for economic development in the areas of Financial and Professional Services, Electronics, Agriculture and Food Processing, Basic Robotics/Entry-Level Automation, Health Care, and Advanced Recycling. We believe a partnership with Goshen College has the potential to level up the Elkhart County workforce as a whole. The starting point for the development of Level Up Learning is identifying the needs of the employer and higher education institution. A concerted effort will be focused on vertical alignment as a way to transition Level Up Learning students to the workforce or higher education. Our intent is to promote the idea individuals with strong cognitive and content knowledge skills can “level up” at any point over the course of their career. Level Up Learning intends to become a beacon of learning for the community.

Level Up Learning is also committed to helping our students create a pathway to purpose in our community. We will work with Greencroft Communities to explore various career clusters through service learning and work-based learning opportunities. Greencroft Communities serves as a full-time work-based learning site. Students develop connections by interacting with the Greencroft residents who may serve mentors or life coaches. Greencroft employees, accompanied by Level Up Learning staff serve as career-learning guides on the Greencroft campus. Through intentional planning of service-learning activities, students gain valuable insight about career duties which they find purposeful. Level Up Learning staff intends to engage in conversation with Jobs for Americas Graduates and Jobs for the Future to develop a service-oriented and work-based learning program.

8a) [Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.](#)

As the our school is being established to serve the needs of the students, it is imperative that families are actively involved. Level Up Learning parents are strongly encouraged to become actively involved in the school and in their students ‘education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child’s personalized learning plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, ACT/SAT prep, school finances, and organizational planning.

- Parents are encouraged to participate on advisory and planning committees.
- Parents are invited to all charter school social functions.

8b) For a school that is expanding or replicating, provide an overview and evidence of community outreach activities. **N/A**

**9. Provide an overview of the fiscal management plan.**

When creating the 5 year budget, Level Up Learning staff did not include costs associated with philanthropy organizations or forms of fundraising. Our school design allows Level Up Learning to become sustainable on state funds and federal Title does at the beginning of year three.

**9a) Describe the internal controls over expenditures and how records will be maintained.**

The Indiana State Board of Accounts (SBOA) is required under Indiana Code 5-11-1-27(e) to define the acceptable minimum level of internal control standards. To provide clarifying guidance, the State Examiner compiled the standards contained in the manual, *Uniform Internal Control Standards for Indiana Political Subdivisions*. All political subdivisions subject to audit by SBOA are expected to adhere to these standards. The standards include adequate control activities. According to this manual:

"Control activities are the actions and tools established through policies and procedures that help to detect, prevent, or reduce the identified risks that interfere with the achievement of objectives. Detection activities are designed to identify unfavorable events in a timely manner whereas prevention activities are designed to deter the occurrence of an unfavorable event. Examples of these activities include reconciliations, authorizations, approval processes, performance reviews, and verification processes.

There is an expectation of segregation of duties. If compensating controls are necessary, documentation should exist to identify both the areas where segregation of duties are not feasible or practical and the compensating controls implemented to mitigate the risk. . . .

The Green Book identifies a list of control activity categories that are meant only to illustrate the range and variety of control activities.

9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.

In regards to federal grants a schedule of expenditures Level Up Learning shall also prepare a schedule of expenditures of Federal awards for the period covered by the auditee's financial statements. While not required, the auditee may choose to provide information requested by Federal awarding agencies and pass-through entities to make the schedule easier to use.

At a minimum, the schedule shall:

1. List individual Federal programs by Federal agency. For Federal programs included

in a cluster of programs, list individual Federal programs within a cluster of programs.

2. For Federal awards received as a subrecipient, the name of the pass-through entity and identifying number assigned by the pass-through entity shall be included.
3. Provide total Federal awards expended for each individual Federal program and the CFDA number or other identifying number when the CFDA information is not available.
4. Include notes that describe the significant accounting policies used in preparing the schedule.
5. To the extent practical, pass-through entities should identify in the schedule the total amount provided to subrecipients from each Federal program.
6. Include, in either the schedule or a note to the schedule, the value of the Federal awards expended in the form of non-cash assistance, the amount of insurance in effect during the year, and loans or loan guarantees outstanding at year end. While not required, it is preferable to present this information in the schedule."

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant.

Commented [KMW4]:

Level Up Learning will utilize CSP funds to become a fully sustainable charter/innovation network school by the beginning of the 2021-2022 school year. Our team will utilize the CSP funds to develop strategic enrollment and marketing plans that utilize data from the school website and social media sites to target our student population. Tapastery data of Elkhart County will be you to inform our community and parent engage strategies. Our core development team has obtained data from the North Central Indiana Small Business Development Center from a 10-mile, 15-mile, and 30-mile radius of the home of Level Up Learning. This data is invaluable as it contains family, demographic, educational attainment, and economic trends within our target area. If used effectively, Level Up Learning will maintain the minimum students enrollment projects and become self-sustaining on state and federal dollars allocated by the following funding sources: basic grant, complexity grant, Title I, NESP funds, and CTE funds.

10. Provide an overview of the facilities to ensure they are safe, secure, and sustainable.

Commented [KMW5]:

The Head of School has earned advanced certification through the (formerly Indiana School Safety Specialist). Based on past practice, Level Up Learning will implement the Standard Response Protocols and Standard Reunification Methods from the *I Love You Guys Foundation*.

During the planning year, the Head of School will work with Goshen College, Greencroft Community, and Goshen Police Department to establish appropriate emergency plans. Additionally, the Head of School will work with legal counsel to develop school policies and procedures aligned to state and federal requirements.

10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs.

Level Up Learning is working with Goshen College to develop a plan for the home of our school.

10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan.

To be determined during the planning year.



Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Attached: <input type="checkbox"/>
B) Budget worksheet (use required form)	Attached: <input type="checkbox"/>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at <a href="http://compass.doe.in.gov">compass.doe.in.gov</a> &gt; Accountability &gt; Annual Performance Report</i>	Attached: <input type="checkbox"/> N/A: <input type="checkbox"/>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Attached: <input type="checkbox"/>
E) Enrollment or student admissions policy	Attached: <input type="checkbox"/>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Attached: <input type="checkbox"/>
H. School Safety Plan: Schools must attach their school safety plan and evidence that it was submitted to the State Board of Education. <u>(Not applicable to schools opening for the 2019 – 2020 school year).</u>	Attached: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>